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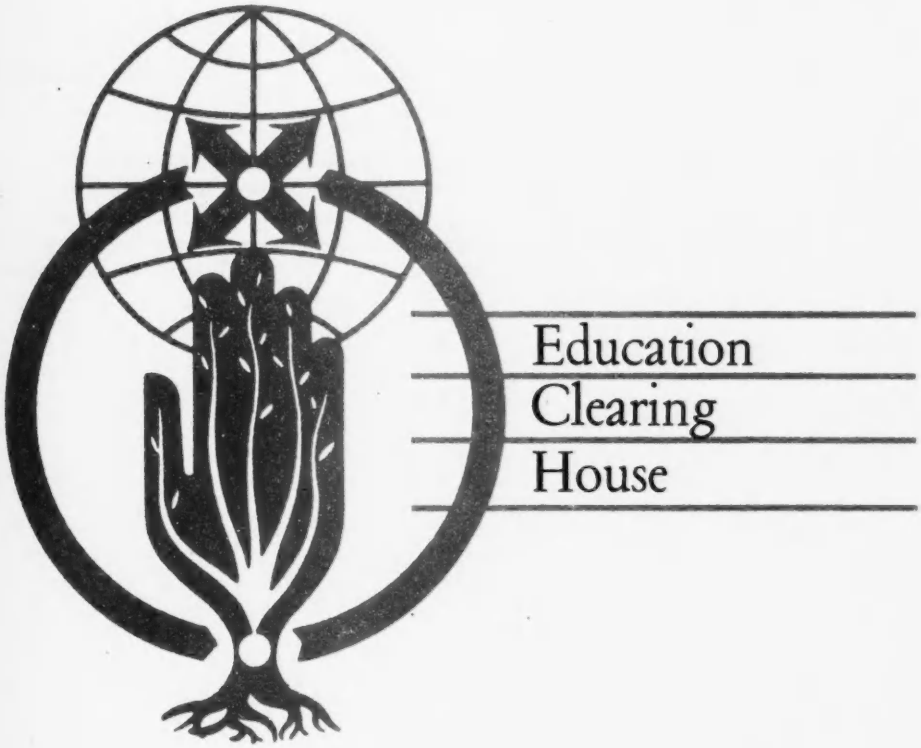

UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION - 19, AV. KLÉBER, PARIS XVIe

P R E F A C E

The purpose of the monthly *Fundamental Education Abstracts*, the first issue of which appeared in March, 1949, is to supply at regular brief intervals a descriptive bibliography of technical materials relevant to fundamental education throughout the world. Three separate language editions are issued each month, in English, French and Spanish.

As far as possible full bibliographical data are given for each item listed. Items are numbered consecutively throughout each yearly volume. Prices of publications are included as a convenience to readers, but orders must be sent to booksellers and not to Unesco. However, materials issued by Unesco may be obtained directly.

Field workers, research students and others engaged or interested in fundamental education are invited to send in to the Clearing House documents, textbooks and other technical materials in the field of fundamental education for possible inclusion in the *Abstracts*. Critical comments and suggestions will also be most welcome as a means of improving our service.

SECTION A

MATERIALS ON THE THEORY AND PRACTICE OF FUNDAMENTAL EDUCATION

GENERAL WORKS

91. *3rd. International Conference of Correspondence Educators*. Christchurch, New Zealand, April 18-27, 1950. Wellington : New Zealand Education Department's Correspondence School, 1950. 265 pp. No price given.

The first International Conference on Correspondence Education took place in 1938, the second in 1948. The third conference, held at Christchurch, New Zealand, in 1950, brought together 90 delegates from Australia, Canada, New Zealand, Sweden, U.S.A. The addresses, papers and discussions given in this report cover the field of correspondence tuition systematically: primary education, handicapped pupils, post-primary education (languages, library, social studies, mathematics and sciences, commercial subjects), technical education, organization (including production problems), associated services, the use of radio. The work of correspondence educators in Australia and New Zealand emerges in detail from the individual papers ; delegates were concerned more with practical problems, techniques and experimentation than with theoretical issues, The report provides a useful survey of this particular form of education which is so well suited to rural conditions.

92. International Labour Organization. Committee of Experts on Indigenous Labour. 1st. Session, La Paz, January 1951. *(Working Papers)*. (CEIL/I/ 1-5/1950). Geneva: ILO, 1950. Mimeo. Gratis. Published also separately in Spanish.

As a result of the resolutions adopted at the Fourth Conference of American States Members of the ILO (Montevideo, April - May, 1949), the ILO undertook to study several questions relating to the welfare and working conditions of indigenous populations. Since then special committees have been established by the ILO and United Nations to implement the programme, and further meetings have taken place.
Seven papers were prepared for the La Paz conference ;

1. *Safety in Mines*
2. *Problems of the Indigenous Populations of Brazil*
3. *Indigenous Workers in Independent Countries. General Report*
4. *The Recruitment of Indigenous Workers for Agriculture and Mines*
5. *Protection of Indigenous Handicrafts*
6. *Social Security for Indigenous Workers*
7. *The Development of Programmes of Vocational Training for Indigenous Workers*

The information contained in these papers has been derived from firsthand investigations in several South American countries, from questionnaires and circular letters, and from documentation already existing in the International Labour Organization.

93. Roth, Alfred. *Das Neue Schulhaus / The New School / La Nouvelle Ecole.* Zurich : Editions Girsberger, 1950. 224 pp. 400 illus. 32 Swiss Fr.

This book on school architecture is dedicated to young people whose education "should take place in genuinely harmonious surroundings, whether in the home, the school or in the town". The analytical section discusses school construction in terms of town planning and of the individual components of the school. The author then describes, with text, photographs and plans, 21 schools from a number of different countries. The text is parallel in English, French and German.

(AFRICA)

BELGIAN CONGO

94. Jadot, J.M. *Le cinéma au Congo belge,* et *Le théâtre des marionnettes au Congo Belge.* Extraits du Bulletin des Séances de l'Institut Royal Colonial Belge. (No. 20, 1949, 2, pp. 407-437 et 21, 1950, 3, pp. 559-570). Bruxelles : Marcel Hayez, (112, Rue de Louvain). No price given.

The first article traces the history of the cinema in the Belgian Congo, and the author states his view of its rôle : to be instructive and educative, while preserving its entertaining quality. Besides fixed installations in towns, the mobile unit and the production of films have become increasingly important. Because the cinema is so influential it is necessary - among backward peoples especially - to choose films with care, and special commissions have been set up for this purpose. The author lists cinema legislation in the Congo to date.
While the theatre has not been successfully transplanted, the "pantomine of wooden comedians" has found great favour with the Congo people. Integrated into their folklore, it has now been put to educational use, and the experiments of Catholic missionaries between 1935 and 1946 have had encouraging results.

(AFRICA)

FRENCH GUINEA

95. French Guinea. Conseil général. *Un programme de développement social pour la Guinée française,* présenté au Conseil général par le Gouverneur Roland Pré. Konakry, 1950. 35 pp. No price given.

This pamphlet contains three sections: the scope of a social development programme; problems in French Guinea; and a schematic programme and financial plan. The second part outlines the social problems that arise from the growth of agriculture and industry - adaptation of community practices to new living conditions and to urban concentration, mass education, the education of leaders and specialists. The development plan is considered from administrative, financial and technical points of view; and the need for Africans to find solutions to the problems is stressed.

(A F R I C A)

N I G E R I A

96. Conference of Provincial Representatives, Zaria, 1950. *Report on a Conference to discuss the Adult Literacy Campaign, Northern Region.* Zaria, Nigeria : Gaskiya Corporation, 1950. 13 pp. No price given.

A summary in English of the resolutions and papers read at the Conference of representatives of the Nature Authorities of the Northern provinces of Nigeria, the proceedings of which were in the Hause language. This summary points out briefly, step by step, the methods to be followed in the forthcoming literacy campaign; advance planning, launching, organizing; syllabus to be used; encouraging and sustaining interest; duties of the organizer and instructor; ensuring the support of the local ruling authorities, etc.

(A F R I C A)

NORTHERN RHODESIA

97. *Human Problems in British Central Africa.* (The Rhodes-Livingstone Journal nos. 5, 6, 7, 8, 9, 1947-1950). Capetown, London, New York: Oxford University Press. 4s. each.

The Rhodes-Livingstone Institute, Livingstone, N. Rhodesia, has resumed publication of its journal. The Institute is concerned mainly with research in social anthropology, and its situation and the interests of its members both lead to a programme of considerable practical importance.
Some of the articles and studies in the last five issues describe research into social conditions, which is basic to any educational planning: in Vol. VI, an outline by Professor M Fortes of his Ashanti Survey (subsequently published in full); in Vol. VIII, "Problems of Surveying Village Economics" by Phyllis Deane and "The collection and treatment of family budgets in primitive communities as a field problem" by J.C. Mitchell. Other studies are of a more practical nature, bearing directly on education and social change; in Vol. IX, an article by Hope Hay on literacy campaigns, "An experiment in rural compulsory education" by J. M. Winterbottom and "Urban schoolboys go to the country" by H. Holmes; in Vol. VII "Some problems of the use of African Vernaculars" by J.M. Winterbottom:
Longer studies giving the results of sociological research are issued by the Institute in the series "Rhodes-Livingstone Papers", published by the Oxford University Press.

(A F R I C A)

N Y A S A L A N D

98. Nyasaland Protectorate. *Report of the Education Department for the Year 1949.* Zomba, Nyasaland, 1950. 33 pp. 2s. 6d.

This report includes an historical summary of Nyasaland education, an overall review of policies adopted and of accomplishments during 1949, a detailed account of the activities of the various divisions within the department and eight tables of enrolment and financial statistics. There is a brief summary of operations in adult and mass education.

(AMERICA)

AMERICA (General)

99. *Turrialba.* Revista Interamericana des Ciencias Agricolas, Vol. 1, N° 1, Julio 1950. Quarterly. Turrialba (Costa Rica). Instituto Interamericano de Ciencias Agricolas, Servicio de Intercambio Cientifico. Yearly subscription $ 2.00.

This new journal, devoted to information on agricultural science and rural life in the Western hemisphere, is intended to stimulate the exchange of ideas and experience among field workers. The first section contains original articles and technical notes in Spanish and English, dealing in this issue with crop plants, climatic factors and soil science. These are followed by a section of bibliographical abstracts, grouped by subject. The articles, journals or books abstracted are made available on request to subscribers - the first 25 photocopies are provided free ; thereafter a charge of 10 cents per copy is made.
As a supplement to this issue, the *Boletin Bibliografico de Turrialba* lists recent acquisitions to the institution's library. Here too photocopies of articles cited are offered as a service to readers.

(AMERICA)

LATIN AMERICA

100. *Centro Regional de Educacion Fundamental para la América Latina.* Patzcuaro, Michoacan, México, 1950. 12 pp. illus. (Translated into French and English in Unesco document ED/96. Paris, 1951. 6 pp. Processed. Gratis).

A general statement on the first Regional training and production Centre for fundamental education, set up by the Government of Mexico, Unesco and the OAS.
The Centre, situated at Patzcuaro, State of Michoacan, Mexico, is to open on 14 April. It will take groups of educators from the different Latin American States who have already had some experience in field work. The course of ten months will comprise theoretical and practical work in the surrounding communities and the preparation of educational materials. After testing out, these materials will be available to the different States for reproduction. The Centre's library will serve as a regional clearing house of information.

(AMERICA)

ARGENTINA

101. Argentina. Ministerio de Agricultura de la Nacion. Division de Sociologia Rural. *La Escuela Primaria Rural en la Organizacion Escolar Argentina.* (Direccion de Informaciones Publicacion Miscelanea no. 274). Buenos Aires, 1948. 29 pp.

This study begins with a comparison between the urban and rural educational situation, and thus brings out clearly that the large majority of school-age pupils are in rural districts. The pressing problems of rural education are then treated : - school building programmes and the training of teachers for their particular type of work.

102. Argentina Ministerio de Trabajo y Prevision. *Universidad Obrera Nacional.* Buenos Aires, 1948. 12 pp. No price given.

Text of the Law No. 13.229 which creates the National Workers University under the direction of the National Commission of Apprenticeship and Vocational Guidance *(Comision Nacional de Aprendizaje y Orientacion Profesional).* Chapter I regulates the courses (Second Cycle of apprenticeship - courses of technical training) which give access to the Workers University. Chapter II deals with the aims, organization and financing of the University. A graph showing the successive stages leading to this University is included.

103. Tenenbaum, Juan L. *Cooperativas agricolas de produccion.* (Instituto Agrario Argentino Reseñas Año VIII, no. 56). Buenos Aires, 1948. 32 pp. No price given.

This is a short study of the various types of agricultural production co-operatives in Argentina. The author classifies them as co-operatives of commercialization, of farm transformation, of service, insurance and credit. Descriptive text is followed in each case by statistical data.

(A M E R I C A)

HAITI

104. Unesco. *The Haiti Pilot Project :* phase one 1947 - 1949. (Monographs on fundamental education No.4). Paris : Unesco 1951. 84 pp., illus. $ 0.35; 2 s.; 100 Frs. (Unesco. pub. no. 796). Published separately also in French and Spanish.

This booklet describes briefly the early stages of the educational project in the Marbial Valley, undertaken jointly by Unesco and the Government of Haiti. An account of the background of the scheme includes the original work plan and the agreement governing operations. The first direct action was a sociological survey of the Valley; the findings of this survey are given, with conclusions about the direction of subsequent fundamental education. At the same time certain remedial steps in education were taken in the primary school, agriculture and health, and these also led to important conclusions for future work.

(A M E R I C A)

PUERTO RICO

105. Columbia University. Teachers College. Institute of Field Studies. *Public Education and the Future of Puerto Rico. A curriculum survey 1948-49.* New York: Columbia University, Teachers College, Bureau of Publications, 1950. 614 pp. $ 3.50.

This report is the outcome of a survey made at the request of the Acting Commissioner for Puerto Rico on the curriculum in Puerto Rican public schools. The report is divided into three parts. Part I gives the cultural setting of the public education system. Part II presents the curriculum as directed towards certain goals for

children, youth and adults, with recommendations for further improvements. Part III deals with a number of special instructional, organizational and administrative problems including community organization, language instruction, building equipment, instructional materials, programme evaluation, teacher training and administrative organization. The final chapter sums up the more important recommendations made in Parts II and III.

(AMERICA)

UNITED STATES

106. U.S. Office of Education. *Summaries of Studies in Agricultural Education.* An annotated bibliography of studies in agricultural education with cumulative classified subject index. Supplement No. 3 to Vocational Division Bulletin No. 180 (Vocational Division Bulletin No. 242 - Agricultural Series No. 59). Washington, D.C., U.S. Govt. Print. Off., 1950. 61 pp. $ 0.20.

This third supplement to Vocational Division Bulletin no. 180, issued in 1935, continues the project undertaken by the American Vocational Association in co-operation with The Agricultural Education Service of the U.S. Office of Education, to make accessible the numerous studies (many of them unpublished theses) in the field of agricultural education. Each study is summarized under the headings: Purpose ; Method; Findings and Interpretation. Agricultural education in the public secondary schools is the field of investigation of the greater number of the studies. The summaries are numbered serially; the cumulative index of the present issue lists 1186 studies, summarized from 1935 to date.

(ASIA)

INDIA

107. Naik, Chitra, *Social Service in Schools.* (Publication of the Education Section, No. 11). Bombay: Office of the Educational Adviser to Bombay Government, 1950. 81 pp. 8 annas.

This brochure incorporates material made available through surveys and reports on social service programmes carried out in the secondary schools of the State of Bombay. Experiments were conducted by schools in both urban and rural areas where general standards and modes of living need to be greatly improved. These findings indicate that schoolchildren have exhibited great interest in working on such projects as public safety; sanitation and health; better methods of agriculture; leisure time activities; and the spread of literacy.
Dr. Naik believes that children enjoy difficult social service work, which satisfies the psychological needs of youth.

(A S I A)

U.S. of INDONESIA

108. U.S. of Indonesia. Ministry of Information. *Rentjana / Mass Education.* Djakarta, 1950. 89 pp. Bilingual edition. No price given.

An outline in Indonesian and English of the present problem of mass education and the steps planned by the Ministry of Information to meet the country's needs. Literacy teaching and civics are the main themes and are directed to the community as a whole - men, women and Children. Over a five-year period a considerable amount of publishing and offset printing are needed; the film and radio are to be used as aids in the campaign. These agencies are still in an embryonic stage, and the brochure gives some estimate of the materials and the personnel training that will be involved.

(E U R O P E)

FRANCE

109. "Bibliothèques". Special no. of *Education Nationale* (décembre 1950). Paris: Musée Pédagogique (Bureau de vente: 14, rue de l'Odéon). 52 pp. illus. 150 Frs.

This issue surveys different national and specialized libraries and the extension services they have developed in a number of countries. Emphasis is placed on the library's rôle as an agency for popular culture. Administrative problems are briefly touched upon, and the articles and illustrations give considerable information on the equipment for modern libraries and for audio-visual education that is now available in France.

110. France. Office central de la coopération à l'école. *Revue de la coopération scolaire.* No.46, October-November 1950. Paris: Musée pédagogique (29, rue d'Ulm, 5ème). 56 pp. No price given.

This issue gives a summary report of the organization's national congress, together with detailed reports which were discussed during the sessions on inter-school correspondence, handicrafts and school co-operatives, and the development of the legal status of school co-operatives.

(E U R O P E)

ITALY

111. Armellini, Guiseppe. *L'Arte d'Insegnare nella Scuola Elementare.* Brescia: Casa Editrice "Vita Scolastica", 1950. 211 pp. No price given.

The author, who is a school inspector in Trento, has drawn on his experience as a teacher for over fifty years to prepare this manual for the benefit of his younger colleagues. The book comprises 17 chapters which survey various aspects of elementary school teaching, such as time-tables, curricula, daily preparation of school work by the teachers and the pupils, educational methods. The subject-matter of the programme is also discussed at length, with special emphasis on the teaching of religion, moral, civic and physical education, manual work. Italian language, history and geography, mathematics, science and hygiene, drawing and singing. Sample teaching programmes are annexed, and a short bibliography.

SECTION B

MATERIALS USEFUL IN FUNDAMENTAL EDUCATION

TEXTBOOKS

112. Bureau of Current Affairs. *Discussion Method.* London : The Bureau (117 Piccadilly), 1950. 100 pp. 3s.6d.

Learning through discussion is a popular technique in many branches of modern education.
This book is designed as a guide for both the leaders and members of discussion groups, the emphasis throughout being on practice rather than theory. Members of the Bureau's staff give detailed descriptions of the preparation, conduct and control of discussions. Another section is devoted to the application of the method to various types of groups - young people, workers, etc.

113. Johnson, William H. and Newkirk, Louis V. *Home Mechanics.* New York : Macmillan 1947. 302 pp. Illus. $ 3.95.

This book on home-care jobs and projects has been prepared for boys and girls of the Senior Elementary and Junior High School level. It tells what tools to select and how to use them in making everyday repairs around the house, and gives practical information in the solution of vexing household problems including electricity in the house, the care of utensils, the plumbing and heating system, and the maintenance of windows, doors and screens. It contains an excellent section on Home Grounds and Garden, including many valuable suggestions about soils, fertilizers, seeds, planting time, the beautification of a home yard (garden) with flowers, shrubs and trees and planning a vegetable garden.
This book is well written and its objectives are clearly stated;- consumer knowledge, handyman skills, leisure time activities and a contribution to the development of the personality of the child by individual and group activity.

114. Newkirk, Louis V. and Johnson, William H. *The Industrial Arts Programme.* New York: Macmillan, 1948. 357 pp., illus. $ 5.50.

This volume covers the industrial arts programme in elementary, junior high schools and senior high schools -- all twelve grades. There are chapters on the different working levels, covering grades "One to Three", "Four to Six", "Seven and Eight", "Junior High School" and "Senior High School". Objectives, educational outcomes, methods, class organization, course content and sample projects are given for each of these levels.
This is not an elementary or secondary school text for pupils; it was prepared for

industrial arts teachers, teacher trainers, supervisors and administrators. It is useful for its clear definition of terms, the statements of objectives for different grade levels, lists of manipulative and related learnings, tools and equipment lists, comprehensive general shop and unit shop plans, and the bibliographies.

115. Yabsley, P. *Educational Craftwork in Wood.* A Manual for Teachers and Students. London: B.T. Batsford, Ltd., 1949. 164 pp. Illus. 10s. 6d.

Part I of this Manual includes Fundamental Joints and their application to a great variety of projects, from simple pieces of woodcraft to examples of veneering. The illustrations and photographs are of superior quality and the instructions and working drawings excellent.
Part II has chapters with technical information on forests, logging, saw-milling, woodworking machinery, steam bending, veneering, wood joinery and wood finishing.

AUDIO-VISUAL AIDS

116. Audio-Visual Education Association. *Setting up Your Audio-Visual Education Program.* A Handbook for Principals. Stanford. California: Stanford University Press, 1950. 34 pp., illus. No price given.

A brief and well-illustrated summary of the main elements of a programme of audio-visual aids, to serve the needs of classroom teachers.

117. *Filmstrips.* London: National Committee for Visual Aids in Education (35 Queen Anne Street, W.1.), 1950. 24 pp. 1s. 3d.

A simple practical guide to the production, projection and use of filmstrips in class. Should be of interest to teachers who are new to the use of visual aids.

118. *Selected Listing of Educational Recordings and Filmstrips for more Effective Learning.* Washington 6, D.C: Educational Services (1702 "K" Street, N.W.) 1950-51. 36pp. Gratis.

A catalogue of educational recordings, educational filmstrips and related school equipment produced commercially in the United States and distributed by Educational Services. Short descriptions are given, and prices.

119. U.S. Office of Indian Affairs. *Enemy of Your Eyes,* 16 mm., 11 min., 1 reel, sound; *Grass is Gold,* 16 mm., 15 min., 1 reel, sound; *From Buffalo to Cattle,* 16 mm., 20 min., 1 reel, sound. Washington, D.C., No price given.

These technicolour films have been produced as demonstration and training films for adult audiences in the Indian reservations.

Enemy of Your Eyes deals with trachoma. Preventive and curative aspects of the disease are treated, with a direct and forceful approach.

Grass is Gold is a good instructional film on soil and grass conservation for cattle production in the Indian reservations.

From Buffalo to Cattle is a descriptive film of the facilities offered by a Government training school to future rural workers.

120. "The West Indies Film Training School". *Colonial Cinema*. Vol. VIII, No.3 (Sept. 1950) pp. 66-69. Quarterly. London: Colonial Film Unit (21 Soho Square). Illus. Gratis.

The first film training school in the West Indies has been started with the help of the Colonial Film Unit. This article describes briefly the organization and work of the school. The course lasts for one year and covers still photography, film appreciation, production of filmstrip and moving film.

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